

21st Century Community Learning Center Grant Program Application Guidelines For 2019-2020

Division for Learning Support



**Wisconsin Department of Public Instruction
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TABLE OF CONTENTS

Section	Page(s)
GENERAL PROGRAM INFORMATION	
Requirements at a Glance	4-5
Introduction And Background	5-6
GRANT PROGRAM ELIGIBILITY AND FUNDING	
Funding and Eligible Applicants	6-7
Length of Grant Award	7
Priorities	7-8
PROGRAM SERVICES REQUIREMENTS	
Program Services	8-9
Equitable Access to Program Services	9-10
GRANT ADMINISTRATION REQUIREMENTS	
Program Staffing	10
Grantee Data Reporting Requirements	10-11
Fiscal Responsibilities	11
APPLICATION DETAIL AND INSTRUCTIONS	
General Instructions	11-12
Section by Section Instructions	12-26
I. General Information	12-13
II. Abstract	13
III. General Assurances	13
IV. Program Specific Assurances	13
V. Certification Signatures	13

VI.	Certification Covering Debarment	<u>13</u>
VII.	Certification Regarding Lobbying	<u>13</u>
VIII.	Consortium Verification	<u>13</u>
IX.	Program Overview	<u>13-14</u>
X.	Statement of Need	<u>14-16</u>
XI.	Program Goals and Evaluation	<u>16-17</u>
XII.	Program Plan	<u>17-21</u>
XIII.	Staffing	<u>21</u>
XIV.	Accessibility	<u>21-23</u>
XV.	Stakeholder and Community Collaboration	<u>23-24</u>
XVI.	Funding and Sustainability	<u>24-25</u>
XVII.	Budget	<u>25-26</u>
RESOURCES		<u>27-28</u>
APPENDICES		<u>29-35</u>

GENERAL PROGRAM INFORMATION

Requirements at a Glance

Who is eligible to apply?	Any public or private entity proposing to serve a qualifying school.
What is a qualifying school?	<p>Schools that are eligible for schoolwide Title I programs and:</p> <ul style="list-style-type: none"> • Are in program improvement status per Title I designation, <p>OR</p> <ul style="list-style-type: none"> • Have been determined by a local education agency (LEA) to be in need of intervention and support to improve academic achievement and other outcomes, AND • Enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.
How much is the award?	<p>Applicants are eligible to apply for funding based on the amount needed to operate the proposed program AND must serve the projected minimum average daily attendance (ADA) associated with the selected funding tier. Funding tiers are as follows:</p> <p>\$80,000 = 25-40 Minimum ADA \$100,000 = 41-55 Minimum ADA \$115,000 = 56-70 Minimum ADA \$130,000 = 71-85 Minimum ADA \$145,000 = 86 & up Minimum ADA</p>
What is the duration of the award?	Applicants are eligible for five years of funding, dependent on adequate annual performance and availability of federal funds.
What services must the program provide to youth participants?	Programs must provide academic enrichment activities that align with state academic standards, any local academic standards, and local curricula designed to improve student academic achievement. In addition, programs must offer at least two additional types of services, programs, and/or activities that contribute to overall student success.
Must services be provided to adult family members of program participants?	Yes. Programs must offer adult family members of CLC participants opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.
How many hours and days of service are required?	Programs must operate for a minimum of 10 hours a week for 115 days during the school year.
When can programming for students occur?	Programming may take place before or after school, during school breaks (i.e. spring break or summer recess), and on weekends. Grant-funded programming for students is not allowed during school hours.

Can the program offer services in the summer?	Yes, but it is not required. Programs must offer services during the school year.
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Introduction and Background

The Wisconsin Department of Public Instruction (DPI) has administered the 21st Century Community Learning Center (21st CCLC) grant program since 2002, when it was integrated into the Elementary and Secondary Education Act (ESEA). This grant funds Community Learning Centers (CLC), which provide students with academic enrichment activities and a broad array of other activities during non-school hours or during periods when school is not in session.

The passage of the Every Student Succeeds Act (ESSA) of 2015 amended ESEA, and altered the focus of the 21st CCLC grant program to focus funding on before and after school programs that clearly align academic services to the identified needs of students and to state academic standards. ESSA also broadened the allowable activities to include such things as environmental literacy and apprenticeships.

Authorized under Title IV, Part B of ESEA, and targeting schools and communities in need of services, the purpose of the 21st CCLC program is threefold.

Funded entities must:

1. Provide opportunities for academic enrichment to assist students in meeting the state academic standards;
2. Offer students access to a broad array of additional services, such as those that focus on youth development, social emotional learning, civic engagement, and nutritional and physical health; and
3. Offer adult family members of program participants opportunities for educational development and engagement in their children's education.

Grant funds will primarily serve students attending schools that are implementing comprehensive support and improvement activities or targeted support (per Title I designation), or serve students that attend schools that have been identified by the local education agency (LEA) to be in need of intervention and support. The 21st CCLC program must primarily target students who are enrolled in a school eligible for schoolwide Title I designation.

21st CCLC funds may be used to expand and enhance current activities provided in existing after school programs, whether supported by public or private funds. For example, a grantee may use funds to align activities to help students meet local and state academic standards if those services are not part of the current after school program. Again, grantees must bear in mind that 21st CCLC funds can be used only to supplement and not supplant any federal or nonfederal funds used to support current programs.

The DPI does not currently allow applicants to apply to use these grant funds for Expanded Learning Program Activities, as defined under ESEA, Section 4204(a)(2)

(<https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf>).

For more information about the 21st CCLC grant program, including guidance on planning and implementing a CLC program, review *Introduction to 21st CCLC* on the You For Youth (Y4Y) website: <https://y4y.ed.gov/learn/introduction-to-21st-cclc>.

GRANT PROGRAM ELIGIBILITY AND FUNDING

Funding and Eligible Applicants

Grant funding awarded under this competition will range from \$80,000- \$145,000 per 21st CCLC site, per year. The award amount is dependent on the projected ADA of the proposed program, as identified by the applicant.

Funding Tier	Minimum Average Daily Attendance*
\$80,000	25-40
\$100,000	41-55
\$115,000	56-70
\$130,000	71-85
\$145,000	86 & up

****Applicants are cautioned to carefully consider a realistic projection for average daily attendance, as failure to meet the projected ADA will result in a reduced award. When choosing a funding tier, applicants may also want to consider any current funding utilized to operate an out-of-school time program. Grant funds cannot be used to supplant any existing local, state, or federal funding to support programming. Therefore, applicants may want to consider applying for a lower funding tier than the projected ADA allows in order to avoid supplanting other funds.***

Eligible applicants may be an LEA (i.e. school district), community-based organization, Indian tribe or tribal organization, another public or private entity, or a consortium of two or more such agencies, organizations, or entities. Note that the applicant must identify one eligible school as the primary recipient of the services provided through the grant. Programs must target students who primarily attend schools eligible for schoolwide programs under Title I. For more information about schoolwide Title I eligibility, visit: <http://dpi.wi.gov/title-i/faq#sch>.

Additional schools may be served under one award, but a minimum of 51% of program participants must come from the primary school identified in the application, and participants from all schools must be served at one location. If the program is located in a facility other than a school, the program must demonstrate that it is at least as accessible to the students to be served

as if the program were located in the school(s). There is no increase in grant funds for programs serving more than one school.

Following review and recommendations by both an external and internal review panel, using the criteria and priorities described in this document and outlined in the *Grant Reviewer Rubrics*, the State Superintendent will select award recipients and DPI will notify applicants of their award status.

Length of Grant Award

The DPI intends to make grant awards for five years to successful applicants. Annual grant awards will be issued dependent upon availability of funds and demonstrated satisfactory progress. The DPI does not currently allow for automatic renewability of a sub grant after a five year cycle. All current grantees ending a five year cycle must reapply to compete for a new cycle of funding, per ESEA, Section 4204(j).

Priorities

Priority will be given to applications that:

1. Propose to target services to -
 - a. students that attend schools that -
 - i. have been identified by DPI as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools (see <https://dpi.wi.gov/accountability>);
OR
 - ii. have been determined by the local education agency (LEA) to be in need of intervention and support to improve students' academic achievement and other outcomes;
AND
 - iii. enroll students that may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and
 - b. the families of students described above.
2. Are submitted jointly by eligible entities consisting of at least one LEA receiving funds under Title I, Part A, and at least one other eligible entity.
3. Demonstrate that the activities proposed in the application are, as of the date of submission, not accessible to students that would be served, or would expand accessibility to high-quality services that may be available in the community.

The DPI does not maintain a list of schools determined as in need of services by the LEA, nor does the DPI dictate what specific elements a LEA must reference when making this determination. The

LEA should consider the degree of academic need and other risk factors when identifying schools in need of services.

In accordance with ESSA regulations, when possible, the DPI will select applicants that contribute to the distribution of funds across the state in rural, urban, and suburban communities.

PROGRAM SERVICES REQUIREMENTS

Program Services:

Each eligible organization that receives an award must use the funds to carry out a broad array of activities that advance student achievement during out of school time (i.e. before school, after school, and days school is not in session). Although programming during summer recess is allowable, the primary use of grant funds must be to deliver programming during the regular school year.

Programs must provide academic enrichment activities on a regular basis to all enrolled participants. This must include services that assist students in meeting challenging state and local academic standards through opportunities that engage students in learning experiences that utilize strategies that differ from what is employed in the traditional classroom. Ideally, this would include project-based learning and/or hands-on learning experiences, and not be limited to computer-based educational software or a one-dimensional approach. In addition, programs must provide services in two or more program areas that promote youth development. Allowable grant-funded activities include:

- Mentoring programs
- Remedial education activities
- Tutoring services
- Service learning programs
- Activities that enable students to be eligible for credit recovery
- Literacy education programs
- Mathematics education programs
- Arts and music programs
- Counseling programs
- Financial literacy programs
- Environmental literacy programs
- Nutritional education programs
- Regular, structured physical activity programs
- Services for individuals with disabilities
- Programs for English Language Learners
- Cultural programs
- Telecommunications and technology education programs
- Expanded library service hours
- Parenting skills programs that promote parental involvement and family literacy

- Programs that provide assistance to students who have been truant, suspended, or expelled
- Drug and violence prevention programs and counseling programs
- Programs that build skills in science, technology, engineering, and mathematics (STEM)
- Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2008 and the Workforce Innovation and Opportunity Act

21st Century Community Learning Centers are also required to provide educational services or activities for the adult family members of participants. In particular, local programs may offer services to support the involvement of adult family members in their student's education, including services that are designed to advance students' academic achievement. Services may also be provided that support the literacy and related educational development of adult family members.

Equitable Access to Program Services

All applicants are required to notify the community of their intent to apply for funds and that the application will be available for public review after submission. It is the responsibility of the applicant to maintain records that this requirement has been met.

Applicants are reminded of their obligation under section 504 of the Rehabilitation Act of 1973 to ensure that their proposed 21st CCLC program does not discriminate against students on the basis of disability. Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" For more information on this obligation, visit <https://www2.ed.gov/about/offices/list/ocr/504faq.html>.

You for Youth (Y4Y) has developed a series of implementation guides and resources for 21st CCLC programs addressing inclusive practices. To access these guides and resources visit: <https://y4y.ed.gov/webinars/inclusion-in-21st-cclc-environments-webinar-series>.

Title IV, Part B (21st Century Community Learning Centers) of the Elementary and Secondary Education Act (ESEA) requires that timely and meaningful consultation occur between the LEA or educational service agency, or consortium of these agencies, and appropriate private school officials regarding how to provide equitable and effective programs for eligible private school students. 20 U.S.C. § 7881(c).

Any private elementary or secondary schools with eligible children enrolled that are located in areas served by the LEA, educational service agency, or consortium applying for the 21st CCLC grant must be consulted prior to submitting an application for funds.

All applicants are required to consult with private schools. Additionally, all non-private LEA applicants (i.e., public school districts) must complete Private School Affirmation form when submitting a 21st CCLC grant proposal. See the Accessibility section of the Application Detail and Instructions portion of this document for more detailed information regarding this requirement.

The Private School Affirmation form can be found on the DPI CLC web page:

<https://dpi.wi.gov/sites/default/files/imce/forms/pdf/f9580-iv-b-psa.pdf>.

GRANT ADMINISTRATION REQUIREMENTS

Program Staffing

Granted programs are required to hire a dedicated program coordinator to manage day-to-day programming, coordinate partnerships, manage line staff, coordinate program activities, and ensure grant requirements are met. It is not acceptable to split this position between multiple individuals. It is DPI's expectation that one person be the identified, dedicated coordinator. If the coordinator is responsible for one center, they must dedicate a minimum of 20 hours per week toward program management and oversight. If the coordinator is responsible for two or more centers, they must dedicate 40 hours per week towards program management and oversight. Applicants should maintain records of staff time in order to document that this requirement is met.

In addition, applicants should hire staff who are qualified to deliver high quality programming as described in the application's Program Plan section. This may or may not include certified teaching staff, youth development professionals, paraprofessionals, or other qualified community members. Efforts should be made to ensure that staff are qualified to work with youth in the capacity described in the application. Applicants may elect to employ a combination of staff (i.e., certified teaching staff and youth development professionals) depending on the programming offered.

Grantee Data Reporting Requirements

All grantees are required to participate in data collection and review, and to disseminate local evaluation results, in order to ensure high quality programs with tangible outcomes. The following data and evaluation requirements are conditions of the award:

- Develop local goals and related outcomes, and a plan for how such outcomes will be measured, tracked, and shared with stakeholders.
- Submit program data to the federal government using the federal data collection system, known as the Annual Performance Report (APR) system, three times per year.
- Submit mid-year performance data to DPI.
- Submit a Yearly Progress Report (YPR) to DPI each spring describing progress toward program goals and implementation of the Program Plan.
- Participate in a self-assessment process using one of the self-assessment tools approved by the DPI at least once during the five year grant cycle.

Fiscal Responsibilities

The fiscal agent is the entity that provides fiscal management, accounting and reporting services on behalf of the organization receiving funding under a grant. The fiscal agent may not subcontract more than 95% of the award, and the fiscal agent is responsible for ensuring that grant funds are administered in accordance to the applicable federal grant financial management and administrative requirements of DPI's policies and guidance. This includes:

- Working with program staff to submit application materials, including assurances, project work plan and budgets.
- Hiring or contracting for program staff.
- Issuing grant-funded subcontracts.
- Managing all purchasing.
- Submitting quarterly financial claims.
- Submitting required reports by September 30.
- Submitting adjustments, changes, or alterations to the grant project to DPI grant staff throughout the grant year. Significant changes to the grant project require preapproval by DPI grant staff and are due by May 30.
- Maintain fiscal and program records in accordance with the applicable guidelines.

21st CCLC programs must comply with all the applicable requirements in the Uniform Administrative Requirements (<https://www.gpo.gov/fdsys/pkg/FR-2013-12-26/pdf/2013-30465.pdf>), Cost Principles, and Audit Requirements for Federal Awards (2 CFR), the Education Department General Administrative Regulations (EDGAR) requirements (<https://www.ecfr.gov/cgi-bin/text-idx?node=34:1.1.1.1.23&rgn=div5>), state statutes, rules, policies and guidance, assurances and certifications as prescribed by the DPI.

APPLICATION DETAIL AND INSTRUCTIONS

General Instructions

Applications and all required additional documents must be submitted to the DPI via the Wisconsin 21st Century Community Learning Center Grant Application Portal no later than 4:00 PM, February 22, 2019. The portal can be accessed at <https://webportalapp.com/sp/login/wdpi>.

Upon accessing the application portal, the user will log in to their account or create an account (if a first time user). Note that the user is the gatekeeper of the application and will be responsible for submission. Unless the login information is shared, this person will be the only person able to access the application while in progress.

After establishing a user email and password, the user will be directed to a homepage to create a profile. This is information regarding the user only, not the applicant agency. The user must save the profile in order to move on to the next screen and begin the application.

To begin the application, the user will need to click on the icon “+ Get Started” on the homepage. Note that the user does have the ability to create and save multiple applications under one Profile. To begin another application, click on the icon “+ Add Another,” available on the homepage.

To print the application, the user must print each individual section. The option to print is only available when the application is in view mode, not when it is in edit mode. To view an application section, click on the eye icon next to the title of that section.

To submit an application, the user must click the “Submit” key on the first page of that application. All sections must be marked as complete before the system will allow the user to submit the application. If a section is marked as “In Progress,” a required element in that section was not completed and the section should be reviewed for completion. Note that all sections of the portal can be edited up to the point of submission.

Upon submission the user will receive a copy of their completed application within 48 hours via an email from the DPI.

Section By Section Instructions

Applicants must complete the following application elements via the Wisconsin 21st Century Community Learning Center Grant Application Portal for each proposed 21st CCLC site. Note that each section will be marked as “completed” once all required elements of the section have been completed and saved. If a section is marked as “In Progress,” a required element in that section was not completed. Information entered in each section should be saved by clicking on “Save Draft” or “Save.” Failure to click on one of these may result in your information not being saved.

To navigate between sections, you will need to return to the Application screen. You can do this by clicking “Save Draft,” or click “Save” and then click the link for your application at the top of the screen. If you navigate away from a section without clicking one of the save buttons first, you may lose the information entered on that page.

General Information and Abstract:

- I. **General Information :** Identify the applicant agency (i.e., agency or organization that will serve as the fiscal agent for the grant), the primary school to be served by the grant (i.e., the school from which the majority of CLC students will come), and the contacts for the program. You may search for the applicant agency and the primary school to be served using the search boxes. If you are unable to find the applicant agency or primary school, or

if the information listed is incorrect, check the box indicating that and fillable text boxes will appear. Complete those text boxes with the required information.

- II. **Abstract** – Summarize the key elements and features of the proposed program described in the grant application.

Assurances and Signatures:

- III. **General Assurances**

- IV. **Program Specific Assurances**

- V. **Certification/Signatures** – This must be digitally signed by the District or Agency Authorizer. The Authorizer is someone from the District or Agency who has been properly authorized to sign off on legal documents on behalf of the District or Agency named on the application. Note that the District/Agency Authorizer will be notified of all application submissions.

- VI. **Certification of Debarment** – This must be signed digitally by the District or Agency Authorizer, assuring that neither the applicant nor its contractors are prohibited from receiving federal funds or subcontracts. Note that the District/Agency Authorizer will be notified of all application submissions.

- VII. **Certification Regarding Lobbying** – This must be signed digitally by the the District or Agency Authorizer, assuring that the applicant will not use the federal grant funds for lobbying purposes. Note that the District/Agency Authorizer will be notified of all application submissions.

- VIII. **Consortium Verification** – This is only to be completed and uploaded as part of the application package if the applicant is applying as a consortium of school districts or agencies.

Program Overview:

- IX. **Program Overview** – This section provides a snapshot of the program’s target audience.
 - A. Applicants should indicate the following for the primary school to be served by the grant and any additional schools to be served: grades served, number of students currently enrolled, CSI or TSI designation (see Grant Program Eligibility and Funding section, above, for more information), schoolwide Title I eligibility status (i.e., 40% or more of students qualifying for FRL), if school has been identified by LEA as needing services (see Grant Program Eligibility and Funding section, above, for more information), and the projected number of students to be served daily by the proposed 21st CCLC program (calculated as the average number of students present over the total number of days the program operates in a school year). For

the primary school, applicants should also indicate whether the school has received 21st CCLC funds in the past, the years it was funded, and the average daily attendance (ADA) for the CLC program serving that school during the program's most recent year of funding. Include both students from the primary school and any feeder schools in that number.

Note that a CLC grant may serve students from additional schools, referred to as feeder schools. However, at least 51% of CLC participants must come from the primary school served by the grant. Additionally, all students enrolled in the CLC program must be served in one location.

- B. Applicants should indicate the tier of funding for which they are applying. The funding tier should be based on the average daily attendance (ADA) of the proposed program and on the amount of funding needed to serve those students. If other funding sources are currently being used to provide out-of-school time programming at the primary school, 21st CCLC funds can only be used to supplement, not supplant, those funds. Applicants may choose to apply for a lower funding tier than the projected ADA allows. The ADA range for each funding tier represents the minimum number of students the program must serve on a daily basis.
- C. Applicants must provide a narrative description justifying the projected ADA of the CLC program. This justification should make it clear why the proposed ADA is reasonable given the enrollment size of the school(s) to be served.
- D. (Conditional - This question will only appear if applicant indicates above that the primary school has previously received 21st CCLC funds.) Previously funded applicants must explain any difference between the projected ADA and the ADA from the program's final year of funding.

Statement of Need:

- X. **Statement of Need** – In accordance with the Elementary and Secondary Education Act (ESEA) SEC. 4205(b)(1)(A), program activities must be based on an assessment of objective data regarding the need for before and after school, or summer recess programs and activities in the schools and communities to be served. A needs assessment must be completed prior to writing the grant application in order to identify service gaps, coordination between existing programs and services, and additional background data and related information about the students, families, and community that justifies the selection of this project. When completing the needs assessment, note the three goals of the 21st CCLC grant, described above, and the need for a program designed to align with those goals. Information provided in the Statement of Need should reflect the results of the needs assessment.

- A. Applicants should reference data reported in the DPI WISEDash portal (<http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>) where necessary. Data referenced should: be from the most recent year available; be cited; and reflect the primary school to be served. Data required for this section includes free and reduced lunch eligibility for the primary school to be served, attendance rates for the school, and its state mandated test results. Instructions for using the WISEDash portal are posted on the DPI's CLC Grant Information web page (<https://dpi.wi.gov/sspw/clc/grant-information>).

Applicants should click "Yes" next to any tests that are given to students enrolled in the grade levels served by the primary school. Applicants will be asked to indicate the percentage of students performing BELOW proficiency on the English Language Arts (ELA)/English and Math sections each of the relevant tests. Note, applicants should report on the English Language Arts (ELA) scores for the Forward and ACT exams and on the English scores for the ACT Aspire exam.

Private schools should get their data directly from their school administrator, as it is not available on WISEDash. If certain data is not available (e.g., state assessments), use other data sources to make the case regarding academic need, in question C.

- B. Applicants should provide a detailed description of the needs assessment process. Responses should include the needs assessment timeline (i.e., frequency of meetings, length of assessment process, etc.), methods used to implement the needs assessment (i.e., meetings, surveys, interviews, etc.), identification of the stakeholders involved in the process (i.e., students, family members, school staff, community partners, etc.), and the role stakeholders played in the implementation of the needs assessment process.
- C. A description of the results of the needs assessment should be provided. Applicants should cite the sources used to collect data (i.e., surveys, WI Department of Workforce Development, DPI WISEDash, etc.). The information should be comprehensive, providing a clear picture of the need for the services proposed. Ideally, at least one source should address the academic need. Applicants are encouraged to examine data sources that aid in identifying the students who will be targeted for services, assuring that the students with the greatest need for services have access to the program.
- D. Applicants should provide a description of the programs currently available to students attending the primary school and detail why they are not sufficient in meeting the needs of the target population. Specific gaps in services should be articulated and an explanation of why the 21st CCLC grant will uniquely allow the applicant to address these gaps should be provided.

- E. (Conditional: Applicants will only see this question if they indicated above that the proposed program intends to serve feeder schools.) If feeder schools were identified in the Program Overview, applicants should describe the needs of each additional school and provide specific data sources to justify the needs.

Program Goals, Evaluation, Plan:

- XI. Program Goals and Evaluation** – Outline the goals of the proposed program, along with related outcomes and data sources, and describe the continuous improvement process that will be employed to evaluate progress toward goals and to make changes intended to strengthen the program.

The DPI has established four statewide goals for CLC programs that align with the three purposes of the 21st CCLC grant, described above.

The four statewide goals developed by the DPI are as follows:

1. Programs will provide a stable, safe, and supportive environment to meet the needs of the target population.
2. Programs will challenge youth to develop as learners.
3. Programs will support the development of other skills necessary for student success.
4. Programs will engage families in support of student learning.

Applicants should develop local program goals that align with the statewide goals established by the DPI and that address the local needs identified in the previous section.

- A. Applicants should identify local goals, expected outcomes, and data sources for each of the four state goals. Applicants must include at least one local goal for each state goal. If applicants provide more than one local goal for each state goal, applicants should also provide the related expected outcome(s) and data source(s) for the additional goals.

Local goals should consist of the program's specific focus area(s) for each of the four statewide goals and should reflect the specific needs of targeted students, school, and families. Expected outcomes should reflect the impact the program hopes to have on participants and should be measurable. Data sources refer to the specific types of evidence the program will collect to measure progress toward goals and outcomes. Data sources may include standardized instruments, locally-developed surveys, student activity logs, or other tools. See Appendix B of this document for further guidelines on writing goals and outcomes and for a sample of local goals, outcomes, and data sources.

The DPI is the second year of scaling up the new statewide evaluation system for Wisconsin CLC programs. When the system is fully implemented, CLCs will be required to use the assessment tools and data sources mandated by the state. In

addition to the required state-level tools and data sources, CLCs may opt to continue to use local assessment tools and data sources. At full implementation, CLC sites may also be required to set aside a portion of their grant funds to support the use of the DPI data system and local evaluation support.

Program Evaluation:

- B. In order to comply with federal and state reporting requirements, programs must have access to student-level data (e.g., grades and test scores). Applicants should describe their plan for ensuring that the LEA/school is aware of the reporting requirements and is willing to share student data needed to meet those requirements. This plan should include a description of how the data sharing requirements will be communicated to the LEA/school, the program personnel responsible for communicating those requirements, and the LEA/school personnel who will be responsible for ensuring the data is provided.
- C. Applicants should describe how the program plans to collect data and how it will use the data it collects to refine, improve, and strengthen the program, and to refine the program's performance measures. The description should provide reviewers with a clear understanding of the quality improvement process the program will have in place, including the frequency with which data will be collected and analyzed, the personnel who will be involved in collecting and analyzing the data, and the ways in which evaluation results will be used to inform programmatic changes and to adjust local goals and outcomes.
- D. Applicants should describe how the results of the program's evaluation efforts will be made available to the general public and how the public will be made aware of the availability of those results. The evaluation results shared should include the program's goals, related measurable outcomes, and the progress that has been made toward achieving those goals and outcomes.

XII. Program Plan that includes:

Target Population:

- A. Applicants should:
 - a. Provide the projected number of "regular attendees" the 21st CCLC program will serve. A regular attendee is defined as a student who attends 30 or more sessions during the school year.
 - b. Indicate the grade levels of the students to be served by the 21st CCLC program.
- B. Applicants should describe the students whom the 21st CCLC program will target for recruitment and provide a rationale for targeting those students. Additionally, applicants should describe the recruitment strategies the program will use to ensure targeted students enroll in the program, including a description of the role that day school staff will play in the program's recruitment efforts. Note that the

21st CCLC program should target students for recruitment who would benefit most from participation in an after school program. The needs of those students should align with the goals of the grant and with the results of the needs assessment, described above. The program should be accessible to all students who would benefit from participation. Students should not be excluded from participation based on disability status.

- C. Applicants should describe the strategies the program will employ to encourage consistent attendance and ensure participants become regular attendees. (A regular attendee is defined as a student who attends 30 or more days per school year.) Programs should consider student interests when encouraging attendance. Note that 21st CCLC funds CANNOT be used to purchase incentives.

Program Operating Schedule/Days and Hours of Operation:

- D. Applicants should indicate the number of days per week the program will operate, the number of weeks per year it will operate, and the total number of days per school year it will operate. Note that 21st CCLC programs are required to offer programming to students for a minimum of 115 days per school year. Summer programming and days set aside for staff training or planning do not count toward this total.
- E. Applicants should indicate the number of hours each day the program will operate before school and after school, as well as the total number of hours per week it will operate. Use decimals to indicate quarter and half hour increments (e.g., 2.5 hours, or .75 hours). Note that 21st CCLC programs are required to operate for a minimum of 10 hours per week. Programs are allowed to offer programming on weekends, but weekend hours cannot be counted towards the 10 hour per week minimum.

Services for Students:

- F. (Conditional - This question will only appear if applicant indicates the proposed CLC will offer before school programming.) All CLC participants must participate regularly in academic enrichment activities. Applicants who propose to provide before school programming must explain how they will ensure that students enrolled in the morning program will regularly access academic enrichment activities. Applicants planning to offer before school programming should consult the “Before School Programming Guidelines” in Appendix D to ensure they are meeting the basic requirements for before school programs.
- G. Applicants should describe two student-related activities that the program will implement to address the statewide goal of challenging youth to develop as learners. These should exemplify the types of academically-focused activities that will be offered to students in the program. The description should make it clear to reviewers how each of the activities aligns with local goals, described above, and the needs of targeted students. It should also provide specific examples of how the activities will contribute to students’ academic growth. See the Program Services

Requirements section of this document, above, for a list of allowable grant activities.

All CLC participants must participate in academic enrichment programming that goes beyond remedial education activities or tutoring services. At least one of the activities described in this section must be an example of academic enrichment. Academic enrichment activities provide students with opportunities to practice and develop academic skills in ways that complement, but do not replicate, day school instruction. They are often student-centered and hands-on and allow students to apply academic skills in contexts that are meaningful to them.

- H. Applicants should provide a description of two of the student-related activities or strategies the program will implement to address the statewide goal of supporting the development of other skills necessary for student success. These activities or strategies may address a broad array of focus areas, including—but not limited to—youth development, social and emotional learning, recreation, and health/physical fitness. The description should make it clear to reviewers how each of the activities aligns with the interests and needs of targeted students and provide specific examples of how they will contribute to the development of skills that contribute to overall student success. See the Program Services Requirements section of this document, above, for a list of allowable grant activities.
- I. CLC programs are required to demonstrate they will use best practices, including research or evidence-based practices, in order to provide activities that will contribute to the academic achievement, postsecondary and workforce preparation, and positive youth development of participating students. Applicants should explain how the proposed program will make use of best practices and describe specific practices the program will employ. Examples of evidence or research-based practices for after school programs are included in Appendix C of this Application Guidelines document.
- J. Weekly Schedule: Applicants should upload a copy of a draft weekly schedule for the proposed program. The schedule should provide a snapshot of what a typical week will look like for students, including the specific types activities that will be offered and the frequency with which they will be offered. Activities that fall into the category of academic enrichment should be clearly labelled as such. If the program will offer before school programming, applicants should upload a separate weekly schedule of those activities. Applicants planning to offer before school programming should consult the Before School Programming Guidelines in Appendix D of this document to ensure the proposed morning program meets basic requirements established by the DPI. Be sure to label which instructional activities are considered academic enrichment.
- K. (Conditional - This question will only appear if applicant indicates the proposed CLC will offer summer programming.) Applicants should provide an overview of

the summer programming that will be offered, including: the number of weeks and numbers of hours per day it will operate; the students who will be served; and a brief description of the types of activities that will be offered. Note that 21st CCLC funds may be used to supplement, but not supplant, other funding sources that are currently being used to fund summer programming. If the school district is currently offering summer programming using local funds, 21st CCLC funds cannot be used to replace that money. However, 21st CCLC funds may be used to provide additional summer programming that complements current offerings.

Services for Adult Family Members:

- L. Applicants should provide a description of the types of activities that will be offered to the adult family members of CLC participants in order to address the statewide goal of engaging families in support of students' learning. The description should include the frequency with which the activities will be offered, an explanation of how the activities align with the needs and interests of family members and students, and specific examples of how the activities will provide family members with opportunities to be actively and meaningfully engaged in their children's education. If applicable, the response may include a description of how activities will provide adult family members with opportunities to further develop their own literacy skills and/or levels of education. Grantees should strive to include an educational component at family events—either related to the family members' own educational needs or to those of their students.

Note that the DPI does require a minimum number of family activities be offered per school year. However, the DPI strongly recommends that CLC programs hold at least four family events per school year, and more if possible. Applicants may choose to partner with other school programs or initiatives (i.e., Title I) when designing and implementing family programming. However, 21st CCLC funds should only be spent to support the participation of the family members of CLC participants in the events offered.

Uploads:

- 1. All applicants must upload a copy of a draft weekly schedule for the proposed program.
- 2. If the program will offer before school programming, applicants should upload a separate weekly schedule of before school activities.

XIII. Staffing Plan that includes:

- A. All applicants must upload a copy of a position description for the 21st CCLC program coordinator, which should include the number of hours per week the coordinator will work, the job responsibilities, and the required qualifications. Note that all CLC programs are required to employ a dedicated program coordinator for a minimum of 20 hours per week, if overseeing one site and for 40 hours per week, if overseeing multiple sites.

- B. Applicants should describe the model that will be used to staff the proposed program. The description should include the projected staff-to-student ratio, a list of all staff positions beyond the program coordinator, and the responsibilities and qualifications associated with each of those staff positions. The staffing model described should clearly support the implementation of program activities as proposed in the Program Plan section. Note that although the DPI does not require CLC programs to maintain a specific staff-to-student ratio, it is recommended that the ratio not exceed 1:15.
- C. (Conditional - This question will only appear if applicant indicates the proposed CLC will recruit and use volunteers.) Applicants should describe how the program will recruit and use appropriately qualified people to serve as volunteers. Note that all volunteers should be properly vetted before being allowed to work with students, and program administration should have a clear plan for effectively using volunteers to support program activities.
- D. All applicants should provide examples of the types of after school-specific professional development opportunities that will be offered to program staff and a timeline of when those opportunities will be offered during the year. Applicants should also clearly link any training provided to after school staff with the program goals and program plan and should explain how training opportunities will help staff implement the program as proposed. Although after school staff may attend professional development sessions primarily intended for day school staff when appropriate, applicants should include at least one example of training related specifically to after school issues.

Upload:

- 1. All applicants must upload: A copy of a position description for the 21st CCLC program coordinator.

Accessibility, Collaboration, Sustainability:

- XIV. Accessibility** – Address how the program, the site where the program takes place, and information about the program will be accessible to all students and their families, including:

All students are eligible to participate in CLC programs on an equitable basis. In this section, applicants will describe how they will ensure that transportation and access to the site and its programs are not a barrier to participation for students. Applicants will also describe how the community will be made aware of the availability of the CLC program.

- A. Transportation cannot be a barrier to participation. Applicants should describe how safe travel will be ensured between the center and schools (if applicable), and between the center and home for all students interested in participating in the program. The proposed transportation plan should indicate how the program will

assess the transportation needs of students, the options the program will provide to students to ensure access to program services, and the ways in which those options will be communicated to families. Some transportation options include school buses, vans, car pools, tokens for city buses, taxis, and parent/guardian pick-up agreements. Requiring parents/guardians to provide transportation as a condition of student participation is not acceptable.

- B. (Conditional - This question will only appear if applicant indicates the proposed CLC will take place in a facility other than the primary school to be served.) Applicants must describe how they will ensure that the program is at least as available and accessible to students as if the program were to occur in the primary school targeted for services. This includes meeting physical accessibility requirements, safely accommodating the number of students and families served, ensuring the program facility is conducive to effective learning, and transporting students to the center in a timely manner.
- C. The community must be made aware of the services provided by the CLC program. Applicants should describe how information about the center will be disseminated to the community. Applicants are encouraged to consider a variety of methods to demonstrate that they have taken every effort to make the information easily accessible and understandable, including translating materials, if applicable.
- D. (Conditional - This question will only appear if applicant is a non-private LEA applicant.) Complete and upload a signed Private School Affirmation form. If no private schools operate in the service area, a signed affirmation is not necessary. It is the responsibility of the LEA to determine the eligible private schools that require consultation. All other applicants (i.e., private schools, community-based organizations, religious organizations, etc.) do not have to submit this form. However, they are required to consult with private schools in the service area of the primary school and to maintain documentation of this consultation. Applicants can download this form directly from the application portal or from the DPI's CLC Grant Information web page (<https://dpi.wi.gov/sspw/clc/grant-information>).

Grantees must consult with private school officials during the design and development of the 21st CCLC program regarding issues such as: how children's needs will be identified; what services will be offered; how, where, and by whom the services will be provided; how the services will be assessed; the size and scope of the services; and how and when the granted agency will make decisions about the delivery of services. All services and benefits provided using federal funds for private school students must be secular, neutral, and non-ideological

Program Income Policy: Program fees are strongly discouraged and must not be a barrier to participation. Program fees must be reduced or waived if families indicate they are unable to pay. If a funded program plans to charge a fee or collect

other program income, it will be required to submit a request to the DPI seeking approval to do so.

XV. Stakeholder and Community Collaboration – Provide a description of the collaboration that will take place between schools, parents/guardians, youth, community-based organizations, and other public and private entities in the development, design, implementation and evaluation of the CLC program to make maximum use of public resources.

The DPI has collected a list of potential external organizations with which CLC programs may wish to partner. The list is available on the DPI CLC website (<https://dpi.wi.gov/sspw/clc/resources>). This list of agencies is intended to serve as a resource for 21st CCLC programs looking for potential partners in their region. The document is not an exhaustive list nor does it represent an endorsement or certification of quality from the DPI.

- A. Applicants must provide a list of program partners, including the local education agency (LEA), and at least one, but not more than five, potential community-based partners. Applicants should explain how the partners, including the LEA, will assist in the facilitation of the program's goals and activities, as described in the Program Plan section, above. Additionally, applicants must upload at least one letter from a community-based organization mentioned in the narrative. Applicants may upload additional letters of support from organizations referenced in the narrative, but the total number of letters submitted should not exceed five.
- B. Applicants should describe how the program will collaborate with the day school(s) attended by participants. The description should make it clear to reviewers how the CLC program will communicate with the day school(s) and how the day school(s) will be involved in supporting the program, including the sharing of space, materials, and resources. Applicants should also upload a detailed letter demonstrating support of the program from the principal of the primary school to be served.
- C. Applicants should describe the efforts the CLC will undertake to solicit input from families and students in order to inform programming. The description should include the tools the program will use to solicit feedback (i.e., surveys, advisory boards, etc.), the types of input it will seek (i.e., input related to program schedule, program activities, etc.), the frequency with which feedback will be solicited, and examples of how the input will be used to inform programmatic decisions.
- D. (Conditional - This question will only appear if the applicant indicates that the applicant agency, not a public school district, charter school or private school.) Applicants that are non-school entities should upload a signed Memorandum of Understanding (MOU). For example, if an applicant is a community-based organization (i.e., community center, etc.) and is applying to serve students at a

nearby school, the organization must have a signed MOU with the school it is proposing to serve. See description in the Uploads section, below, for specific information related to the content of the MOU.

Uploads:

All applicants must upload:

1. Letters of support from at least one, but no more than five, referenced partner organization(s). Letters should demonstrate a commitment, as well as detail the role the organization will play in meeting the goals of the 21st CCLC
2. A letter of support from the principal of the primary school to be served. The letter of support should demonstrate knowledge of the program activities, goals, and operations; provide a description of collaboration; and provide a detailed description of the contributions committed to the program (i.e., financial, in-kind, etc.).

Non-public or private school applicants must also upload:

3. A signed Memorandum of Understanding (MOU) establishing an agreement between the applicant and the school to be served, indicating that student records needed to meet the requirements of the program will be shared with the applicant.

XVI. Funding and Sustainability – Document how the 21st CCLC would make good use of funds and would continue without 21st CCLC funds. Note that there are no requirements for match or in-kind contributions for this grant program; however, applicants are encouraged to seek in-kind and matching funds.

- A. Applicants should describe how the program will coordinate with other local, state, and federal funding sources in order to ensure efficient use of grant funds. Applicants should identify and detail supplemental funding resources that will be used to support the grant and should indicate whether or not the resource is in-kind or financial. Some examples of additional funding sources include, but are not limited to, Title I funds, the National Afterschool Snack program, and Fund 80. In no case, however, may 21st CCLC funds be used to supplant other federal activities.
- B. Applicants should outline the efforts that will be taken to provide for the sustainability of the program and to ensure that the program will continue once grant funds end. Applicants should describe the strategies that will be employed to identify and pursue potential sources of support, including a timeline of the efforts that will be taken during each year of the grant cycle.
- C. (Conditional - Applicants will only see this question if they indicate that other funding sources are currently being used to support out-of-school time programming at the primary school to be served by the grant.) 21st CCLC grant funds can be used to supplement, but not supplant, any existing funding sources that support before/after school and/or summer programming. Applicants should describe any current funding sources being used to operate before/after school

and/or summer programs at the school to be served. If other funding sources are being used to support programming similar to that offered by 21st CCLC programs, applicants must explain how 21st CCLC funds will be used to expand the scope of the existing program offerings.

Budget:

- XVII. Budget** – The budget is a planning document that provides a roadmap to navigate the anticipated expenses for the life of the proposed project. Items referenced in the budget should be reflected in the applicant’s proposal narrative. Applicants should budget around a plan, rather than plan around a budget. Note that all costs must be reasonable and necessary to carry out the objectives and plan as described in the application.

Applicants should detail a line-item budget that includes calculations for all costs and activities by “object class categories” identified on the WUFAR listing of account codes:

- A. Personnel (100-200) – Includes all salaries, overtime, workers compensation, and other employee-related expenses (full and part-time)
- B. Purchased Services (300) – Contracted services, operations, personnel, technical services, etc.
- C. Non-Capital Objects Summary (400) – Materials, office supplies, printing
- D. Capital Objects Summary (500) – Items necessary for programming (see allowable costs)
- E. Other Objects Summary (900) – Miscellaneous
- F. Budget Summary – Budget Totals

For help understanding the Wisconsin Uniform Financial Accounting requirements (WUFAR codes), reference the DPI website at:

<http://dpi.wi.gov/sites/default/files/imce/sfs/pdf/Revision%20%2327%20revised%20.pdf>

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Project budget calculations must include quantities, unit costs, and other similar detail sufficient to verify the calculations. Applicants must also indicate the purpose or justification for each budget item.

If claiming indirect costs, applicants must use the pre-approved restricted rate negotiated with the DPI. If the applicant does not have a DPI approved rate (<https://dpi.wi.gov/sfs/aid/federal/indirect-costs>), the applicant may use their federally-negotiated rate (if applicable). If the applicant does not have a DPI-approved rate or a federally-negotiated rate, they may claim up to 10% in indirect costs.

Note that no more than 95% of the award may be given to a subcontractor. If subcontracting with a single agency for 25% or more of the award, applicants will be asked to provide a detailed budget of those expenses if the proposal is selected for funding.

Uploads:

All applicants must upload:

1. Applicants must upload a completed budget form as a part of their application package. The budget form can be found on the DPI's CLC Grants Information web page: <https://dpi.wi.gov/sspw/clc/grant-information>. Note that the budget form is a Word document and is set up to calculate costs entered on each page automatically. Do not convert this document to a Google Doc. Doing so will impact the formatting and the automatic calculation feature.

If the 21st CCLC budget includes the purchase of technology equipment, applicants must also complete and upload:

2. Technology Assurances form. This form can also be found on DPI's CLC Grants Information page.

Application Submission:

As a reminder, all applications must be completed and submitted by February 22, 2019 at 4:00 pm. At that time, the portal will close and applicants will no longer be able to access the system. **To officially submit the application, applicants MUST hit the "Submit" key on the first page of the application.** If you do not hit "Submit," your application will not be considered for funding. The system will only allow you to click "Submit" if all of the sections are complete. If the system will not allow you to submit your application, review each section to ensure that all required components have been completed.

RESOURCES

For assistance with the Wisconsin Department of Public Instruction Community Learning Center Grant Program Application, please contact:

Teri LeSage (CESAs 3, 4, 5, 7, 9, 10, 12) at (608) 267-5078 or teresa.lesage@dpi.wi.gov

Tanya Morin (CESA 1) at (608) 267-9393 or tanya.morin@dpi.wi.gov

Alison Wineberg (CESAs 2, 6, 8, 11) at (608) 267-3751 or alison.wineberg@dpi.wi.gov

The Wisconsin Department of Public Instruction: <http://dpi.wi.gov/sspw/clc>

Additional resources related to high quality after school programming that applicants may find useful when preparing applications:

The Afterschool Alliance: This private organization provides information and resources for afterschool programs. <http://www.afterschoolalliance.org/>

American Institute for Research: American Institute for Research provides information for after-school programs and other educational issues. <http://www.air.org/topic/p-12-education-and-social-development>

Beyond the Bell: A Toolkit for Creating Effective After-School Programs: Developed by the North Central Regional Educational Laboratory, this toolkit offers guidance and evaluation tools to help programs develop indicators for program goals, tips for creating good survey questions, and helpful resources in data collection and evaluation, as well as information on choosing an external evaluator.

Expanded Learning and Afterschool Project: Expanded Learning and Afterschool Project provides information on research, practices, and approaches to effective afterschool and summer learning. <https://www.expandinglearning.org/>

Global Family Research Project (Formerly The Harvard Family Research Project): Non-profit organization dedicated to providing resources and strategies that support children's development across all learning environments, including out-of-school time programs. <https://globalfrp.org/>

National Partnership for Quality Afterschool Learning: Provides training and technical assistance to local and state practitioners to develop quality balanced programming that engages students. <http://www.sedl.org/afterschool/>

United States Department of Education (USDE): The USDE provides resources and links to other information for after-school programs. <http://www.ed.gov/21stcccl/>

The National Afterschool Association: A membership organization that provides resources and information that supports professional development opportunities for afterschool program professionals. <http://www.naaweb.org/>

Wisconsin Academic Standards: Academic standards specify what students should know and be able to do. Wisconsin has academic standards for 21 separate content areas. <http://dpi.wi.gov/standards>

Youth for Youth (Y4Y): A USDE-sponsored website that houses best practice resources and technical assistance specifically for 21st CCLC funded programs but is applicable for all afterschool programs. <http://www.y4y.ed.gov/>

APPENDIX A

Measures of Effectiveness

In order to ensure they are research-based and effective, 21st CCLC programs must indicate how they meet the measures of effectiveness, as described in Title IV, Part B of ESEA. The 21st CCLC grant application includes a number of questions that are intended to determine how applicants will meet the measures of effectiveness. The measures of effectiveness are outlined below, along with the corresponding questions from the 21st CCLC grant application.

For a program to meet **the measures of effectiveness**, such program shall:

- Be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities (Section X, Questions A-E)
- Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities (Section XI, Question A)
- If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards (Section XII, Question I)
- Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures (Section XI, Question A)
- Collect the data necessary for the measures of student success (Section XI, Questions A, B and C)
- Undergo a periodic evaluation in conjunction with the State educational agency's overall evaluation plan to assess the program's progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success (Section XI, Question C)
- Use the results of evaluations to refine, improve, and strengthen the program or activity, and to refine the performance measures (Section XI, Question C)
- Make the results of evaluation available to the public upon request, with public notice of such availability provided (Section XI, Question D)

APPENDIX B

Guidelines for Writing Goals and Outcomes

Applicants are required to establish local goals and outcomes that are aligned with the purposes of the 21st CCLC grant and the four statewide goals established by the DPI (as described in the Program Goals and Evaluation section of this document). These local goals and outcomes indicate how proposed programs will support the prescribed goals of all 21st CCLCs, while taking into account the specific needs of the applicant school, students, and adult community, and providing reasonable and quantifiable measures of success.

Local goals are meant to be broad and should provide a sense of how the program will address each of the four statewide goals. One goal should address how the program will provide a stable, safe, and supportive environment to meet the needs of the target population. Another should address how the program will challenge youth to develop as learners. A third should address how the program will support the development of other skills necessary for student success. A fourth goal should address how programs will engage families in support of student learning. Note that applicants can include more than one local goal for any of the four statewide goals outlined above.

Some possible **examples of local goals** include:

- To improve student achievement in reading
- To increase the number of students who have positive feelings about STEM
- To improve school attendance among participating students
- To increase family members' sense of connectedness to their student's school

For each goal, applicants should create at least one **measurable outcome** that can be assessed repeatedly over time to track progress. Outcomes should be more specific than goals and should describe the impact that the program hopes to have on participants, including the expected abilities, knowledge, and attitudes that should result from 21st CCLC participation. Outcomes should be written in a form that describes **who** will do **what** by **when**.

Some possible **examples of measurable outcomes** include:

- 90 percent of regular 21st CCLC attendees will increase their grade in mathematics by one-half grade or more from the first quarter to the last quarter of the school year.
- 90 percent of regular 21st CCLC attendees will improve in homework completion from the beginning to the end of the school year, as reported on the classroom teacher survey.
- 75 percent of adult family members of 21st CCLC participants, that attend a grant sponsored event, will show at least a 20% increase in knowledge over pre- and post-testing on the subject presented.

For each outcome, applicants must indicate at least one **data source** that will be collected in order to measure progress. These data sources should be used by program staff to assess program impact and inform program improvement efforts. Data sources may include, but are not limited to,

standardized test scores, class grades, or student or parent responses to locally-developed surveys.

Sample Goals, Outcomes, and Data Sources:

State Goals	Provide a safe, stable, and supportive environment to meet the needs of learners	Challenge youth to develop as learners	Support the development of other skills necessary for student success	Engage families in support of student learning
Local Goals	To encourage positive interaction between staff and students	To improve student achievement in math	To improve student understanding of how emotion affects behavior	To improve family members' feelings of school connectedness
Expected Measurable Outcome(s)	At least 60% of students and parents surveyed believe that staff care about them/their child	50% of regular 21 st CCLC attendees will improve at least one half a letter grade in math on their report card from 1 st quarter to 4 th quarter	60% of regular 21 st CCLC attendees will report using at least one new calming technique by the end of the school year	80% of family members who participate in two or more 21 st CCLC family events will report feeling welcome in their student's school by the end of the school year
Data Source(s)	Responses to pre- and post-surveys given to students and family members by program staff	Student math grades on school report card	Responses to student Social and Emotional Learning (SEL) surveys	Responses to pre- and post-surveys given to family members by program staff

APPENDIX C

Best Practices for Afterschool Programs

After school programs funded by the 21st CCLC grant are required to use “best practices, including evidence or research-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students” [20 USC. sec. 4204(b)(G)]. Although there are many evidence or research-based practices used during the school day that are also appropriate for use in after school settings, it is recommended that 21st CCLC programs also employ practices that are considered to be particularly effective in after school settings.

The general consensus in the after school field is that high quality after school programs offer students opportunities to participate in activities that complement, but do not replicate, the school day, including activities that are student-centered, collaborative, hands-on, active and experiential. Activities should be intentional and build skills in a sequential way. It is also recommended that programs provide youth with opportunities to have a voice in programming and opportunities for genuine choice and leadership.

Below is a list of evidence-based instructional practices and approaches that the DPI believes are particularly well-suited for out-of-school time settings and have many of the characteristics described in the paragraph above. Note that this is not an exhaustive list. There are many possible practices or approaches that programs may choose to use that meet the criteria described above.

Project-Based Learning (PBL) – PBL is a hands-on teaching and learning methodology that emphasizes student-directed, problem-oriented, and research-based projects centered on the student’s individualized passions, interests, and goals. Teacher-led workshops, mini lessons, and student-proposed seminars and lessons foundationally support PBL and connect skills to learning standards. The *processes* of learning, including authentic inquiry, critical thinking, reading, primary and secondary research, writing, and speaking are emphasized throughout PBL, rather than product; as a result, PBL engages students in a rigorous, sustained learning process. PBL is naturally collaborative, so often group work, a service component, or a community connection provides significant learning experiences and opportunities. Throughout PBL, students reflect on their learning and their work, setting goals, and revising accordingly. Moreover, students give compassionately critical feedback to others, so all can improve their learning processes and products. Finally, students generally share their work with a larger community audience, outside of their immediate project group.

For more information:

<http://www.bie.org/>

<http://www.shsu.edu/centers/project-based-learning/>

<https://y4y.ed.gov/learn/pbl/>

Service Learning – Service-learning is a hands-on teaching and learning methodology which fosters civic responsibility to a perceived community need and applies classroom learning through meaningful service to the community; in turn, the service itself provides the opportunity to apply new learning to students' academic and personal development. The strongest service-learning experiences occur when the service is meaningfully immersed in *ongoing* learning and is a natural part of the educational content that extends into the community.

Research shows that service-learning experiences that incorporate the national standards and indicators result in positive academic, civic, and social-emotional outcomes. In high quality service-learning practice, the standards and indicators are met throughout the implementation process, which includes five components, IPARDC:

1. **I:** Investigation
2. **P:** Planning
3. **A:** Action
4. **R:** Reflection
5. **D:** Demonstration/Celebration

Using the IPARDC process as the framework within which students will design and carry out their service-learning experience will allow staff to blend instruction in core academic skills to intentionally achieve co-created (between students, community, teachers), intended goals.

For more information:

<http://dpi.wi.gov/service-learning>
<https://gsn.nylc.org/>
<http://youthactivismproject.org/>
<http://communityworksinstitute.org/>

Inquiry-based Learning and Experiential Learning

Two other instructional approaches after school programs may want to consider employing include inquiry-based learning and experiential learning.

Inquiry-based learning is similar to project-based learning, but is more focused on exploring student-generated questions than on carrying out a project. It is often used as a way to explore science-related topics because it encourages students to engage in an inquiry cycle similar to that used by scientists. However, it can be used to explore other topic areas, as well.

For more information in inquiry-based learning:

[https://www.edutopia.org/blog/what-heck-inquiry-based-learning-heather-wolpert-gawron?utm_source=twitterfeed&utm_medium=twitter&utm_campaign=Feed:%20EdutopiaNewContent%20\(Edutopia\)](https://www.edutopia.org/blog/what-heck-inquiry-based-learning-heather-wolpert-gawron?utm_source=twitterfeed&utm_medium=twitter&utm_campaign=Feed:%20EdutopiaNewContent%20(Edutopia))
<https://www.exploratorium.edu/education/ifi/inquiry>

<https://y4y.ed.gov/teach/stem/trainings-to-go/inquiry-based-training/>
<https://y4y.ed.gov/toolkits/afterschool/science/investigating-science-through-inquiry>
https://y4y.ed.gov/uploads/media/ast_sci_inquiry_table.pdf

Experiential learning is another hands-on, active instructional approach. It involves having students participate in a concrete experience and then reflecting on and making sense of that experience. Experiential learning is often used as a part of environmental education programs or apprenticeship programs. Service learning (described above) could be considered a type of experiential learning.

For more information on experiential learning:

<https://www.learning-theories.com/experiential-learning-kolb.html>
<http://learnthroughexperience.org/blog/experiential-learning-infographic/>

Promising Practices for After School Programs

The You for Youth (Y4Y) Afterschool Toolkit provides an overview of a wide variety of promising practices for after school programs including, literature circles, literature dramatizations, math centers, math games, and inquiry-based science activities. The activities included are student-centered, hands-on, and provide students with opportunities for choice. For a full list of the promising practices, as well as videos and sample lessons, visit the Y4Y webpage:
<https://y4y.ed.gov/toolkits/afterschool/>

APPENDIX D

Before School Programming Guidelines

If you plan to offer before school programming, it must conform to the following guidelines:

- The decision to offer a before school program should be made based on the needs of 21st CCLC students and their families. There should be a clear rationale for offering the morning programming, and program activities should be intentional and should address the identified academic and/or social needs of students.
- Before school programs must meet *all* of the requirements of the 21st CCLC grant. This includes ensuring that the program is accessible to all students who wish to attend. Transportation cannot be a barrier to participation.
- 21st CCLC programs are required to provide all attendees with academic enrichment activities. Programs should develop an official process for recruiting and enrolling students in the before school program, just as they do for the after school program. Before school program sessions should last at least 45 minutes, and students should be required to be present for the entire session.

Note that if the before school portion of the 21st CCLC program represents a significant percentage of programming hours, DPI monitors may choose to observe the morning program during DPI site monitoring visits.